

EIA Project Narrative

Name of Applicant or Unit Lead Teacher: Joy Derrick

Project Title: A Revolutionary Idea

In one sentence, summarize how your project will achieve the purpose of the EIA Grant program.

A Revolutionary Idea will teach our fourth grade students to be better readers of informational text and historical fiction while bringing history of how we became a nation alive for them through storytelling, creative dramatics, film, interactive computer software, high-interest self-selected books, and completing a research project on this time period.

Briefly describe the students this project will serve.

A Revolutionary Idea is an exciting proposal to integrate Social Studies and English Language Arts standards for the 135 fourth grade students of all ability ranges in a suburban school of 850 students with a population of about 38% free and reduced lunch. A full 65% of our fourth graders scored in the below basic and basic categories in Social Studies. 15% more scored in below basic and basic in Social Studies than they did in English Language Arts or Mathematics.

Goal(s), Objectives, Evaluation Measures, and Alignment to Curriculum

Standards

Goal – The goal of A Revolutionary Idea is to help fourth grade students to be better readers and writers of nonfiction by getting them interested in the Revolutionary War time period through storytelling, creative dramatics, computer software, film, and the

best children's literature available today.

Objective 1– By May 2007, 95% of our fourth graders will have read and responded to a biography, a piece of historical fiction and informational text about the American Revolutionary War and Constitutional period.

Evaluation 1– By May 2007, a checklist will be kept and analyzed to determine that 95% of our fourth graders will have read and responded to a biography, a piece of historical fiction and informational text about the American Revolutionary War and Constitutional period.

Objective 2 – By May 2007 95% of our fourth graders will use storytelling and creative dramatics to compare daily life and the roles of Americans, both Patriots and Loyalists, during and after the Revolutionary War.

Evaluation 2 – By May 2007, a checklist will be kept and analyzed to determine that 95% of our fourth graders used storytelling and creative dramatics to compare daily life and the roles of Americans, both Patriots and Loyalists, during and after the Revolutionary War.

Objective 3 – By May 2007, 95% of our fourth graders will have researched an aspect of the Revolutionary War or Constitutional period and used technology to present what they have learned.

Evaluation 3 – By May 2007, a rubric will be used to determine that 95% of our fourth graders have successfully researched an aspect of the Revolutionary War or Constitutional period and used technology to present what they have learned.

Show how your proposal is aligned with the curriculum standards.

Fourth grade social studies standards state that fourth graders will focus on the beginnings of the United States as a nation and explore the documents, people and events that have made the United States what it is today. Fourth graders are to explain the political and economic factors leading to the American Revolution, summarize roles of principal American leaders and explain the major ideas and philosophies of government reflected in the Declaration of Independence.

English Language Arts standards state that fourth graders will learn how to read the different genres of nonfiction and historical fiction. Standards state that fourth graders need to be able to pose a question, find sources that may answer that question, organize their findings and report them in a logical way.

Explain why you chose each activity.

Our fourth graders will study the Revolutionary War and the beginning of our nation while engaged in reading novels, informational text and biographies. This will invite them to step out into the world of history textbook and make their learning truly memorable by participating in the stories that accompany the facts. It is through “story” that we are touched as human beings and it is through “story” that I will engage our students in the history of our country.

A Revolutionary Idea is designed to give our fourth grade students a better understanding of historical content through the use of literature, creative dramatics and storytelling. I chose to enhance the study of this time period with creative dramatics and storytelling because this will bring this very important period in history alive for young students. **A Revolutionary Idea** will teach our fourth grade students reading skills, while connecting them with their social studies standards. Each student will use research skills to study an important figure in U.S. history and their involvement in forming our great nation. This will bring structure and focus to our reading and to our social studies program. In fact brain research tells us that connecting learning through emotion is the best way to guarantee long-term memory. Using “stories” to teach is the best way to do that.

EIA Project Overview Chart

Goal – The goal of **A Revolutionary Idea** is to help fourth grade students to be better readers and writers of nonfiction by getting them interested in the Revolutionary War time period through storytelling, creative dramatics, computer software, film, and the best children's literature available today.

Objective 1– By May 2007, 95% of our fourth graders will have read a **biography**, a piece of **historical fiction** and a **nonfiction** book set during the American Revolutionary War period.

Start Date and End Date	Activities to Achieve Objective	Evaluation Data and Measures (evidence of accomplishment)	Relevant Curriculum Standards
October 2006	We will read aloud a <u>biography</u> of a person who lived during the Revolutionary War to our classes, modeling making predictions, connections, questioning and making inferences as we read using the <u>Comprehension Toolkit</u> as a guide.	Modeled <i>Code and My Thinking</i> Response journal with predictions, connections, questions and inferences	4.R1.3 Demonstrate the ability to make connections between text and his or her prior knowledge, other texts and the world. 4. R1.7 Demonstrate the ability to ask and answer questions about texts. 4.R1.9 Demonstrate the ability to draw conclusion and make inferences.
October 2006	Students will read a <u>biography</u> on a person who lived during the Revolutionary War and Constitutional period. They will respond to their reading by recording events that were important to the person's contribution to the Revolutionary War or Constitution.	<i>Code and My Thinking</i> Response journal with predictions, connections, questions and inferences for student's individual biographies.	4.R1.3 Demonstrate the ability to make connections between text and his or her prior knowledge, other texts and the world. 4. R1.7 Demonstrate the ability to ask and answer questions about texts. 4.R1.9 Demonstrate the ability to draw conclusion and make inferences.

October 2006	Students will dress as the person about whom their <u>biography</u> was written. They will march in our school book character parade on Oct. 31, then give the class a short report about their biography.	Rubric used to assess students short oral report on their biography.	4.R1.9 Demonstrate the ability to summarize and paraphrase the main idea of a particular text. 4.C1.1 Demonstrate the ability to face an audience, make eye contact and use the appropriate voice level.
November 2006	We will model reading aloud <u>nonfiction</u> about the Revolutionary War period and the beginnings of our country. We will also model how to respond to nonfiction through the use of the FQR (Facts, Questions, Responses) three column chart using the <u>Comprehension Toolkit</u> as a guide.	Teacher modeled FQR for <u>A History of Us</u>	4.R2.8 Demonstrate the ability to identify the characteristics of genre such as fiction, poetry, drama and informational texts.
November 2006	Students will read <u>nonfiction</u> and record their thinking on FQR charts for later use in their research project.	Individual Student FQR sheets for <u>A History of Us</u>	4.R2.8 Demonstrate the ability to identify the characteristics of genre such as fiction, poetry, drama and informational texts.
December 2006	We will model reading <u>historical fiction</u> aloud about the Revolutionary War period and the beginnings of our country. We will also model how to respond to historical fiction and how to separate the facts from the fictional aspects of the story using the <u>Comprehension Toolkit</u> as a guide.	<i>Code and My Thinking</i> Class response sheet for <u>Redcoats and Petticoats</u>	4.R2.8 Demonstrate the ability to identify the characteristics of genre such as fiction, poetry, drama and informational texts.

December 2006	Students will read <u>historical fiction</u> and record their thinking on the two-column note to separate the fiction (characters and plot) from history which can be found in the setting and the circumstances.	<i>Code and My Thinking</i> Individual response sheet for <u>Lauren's Trunk</u>	4.W3.1 Demonstrate the ability to respond to texts both orally and in writing.
January 2007	After comparing the characteristics of <u>fiction</u> to <u>nonfiction</u> we will list the specific characteristics of informational texts and biographies.	Student generated list of characteristics of informational text and biographies	4-R2.8 Demonstrate the ability to identify the characteristics of genres such as fiction , poetry , drama , and informational texts.
January 2007	We will list the characteristics of these <u>nonfiction</u> books and compare them to <u>fiction</u> books using a Venn Diagram.	Venn Diagram	4-R2.7 Demonstrate the ability to distinguish between fiction and nonfiction .
January 2007	Read <u>informational text</u> and <u>biographies</u> aloud to students and discuss the author's purpose of both.	T-chart of the author's purpose comparing informational text and biographies.	4-R2.10 Demonstrate the ability to identify the author's purpose in a variety of texts.

Goal – The goal of **A Revolutionary Idea** is to help fourth grade students to be better readers and writers of nonfiction by getting them interested in the Revolutionary War time period through storytelling, creative dramatics, computer software, film, and the best children's literature available today.

Objective 2 – By May 2007, 95% of our fourth graders will use storytelling and creative dramatics to compare daily life and roles of Americans during and after the Revolutionary War.

Start Date and End Date	Activities to Achieve Objective	Evaluation Data and Measures (evidence of accomplishment)	Relevant Curriculum Standards
February 2007	Tim Lowry, <u>storyteller</u> , will tell our students stories of Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem. (H, P)	Student Response Journals	4-3.6 Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem. (H, P)
February 2007	Students will record facts they determine to be important information, questions and their personal responses from the <u>storytellers</u> stories on their FQR charts in their response journals	FQR Chart	4-C2.5 Demonstrate the ability to distinguish between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard. 4-C2.6 Begin listening to and record information as a member of a group.

February 2007	Students will rehearse and retell the one of the stories they hear from the storyteller to a small group of students in the third grade.	FQR chart Story telling notes	4.C1.8 Demonstrate the ability to use oral language to inform, to entertain and to compare and contrast different viewpoints.
March 2007	Fourth graders will visit the Galliard Art Museum to view artifacts and learn the history of daily life in America in the late 1700s. They will record their observations in their journals.	Response Journals	4-3.6 Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem. (H, P)
March 2007	Students will view film (DVDs) to deepen their understanding of the Revolutionary War time period in our history. Teachers will model recording important information from segments of these DVDs.	Response Journals Index Cards	4.RS2.3 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.
March 2007	Artist-in-residence , Ms. Cartee, will help our fourth graders use information they have gathered from their text books, the storyteller and the museum to dramatize then write about a fictional character's daily life during the Revolutionary War era.	FQR Response Journals Brainstorming Sheets	4.C2.5 Demonstrate the ability to distinguish between fact and opinion, comparing an contrasting information and ideas, and making inferences with regard to what he or she has heard.

March 2007	<u>Dramatics Artist-in-Residence</u> and fourth grade students will walk to St. Paul's grave yard and take tombstone rubbings from graves of the Rev. War era.	Tombstone Rubbings	4-3.6 Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem. (H, P)
March 2007	<u>Dramatics Artist-in-Residence</u> will help students brainstorm daily life and character building through dramatizing interviews of 18 th century patriots and loyalists.	Class Chart	4.C.1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints 4.C1.12 Demonstrate the ability to participate in interviews.
March 2007	The full class will create a piece of historical fiction together as <u>Dramatics Artist-in-Residence</u> facilitates. Then the class will briefly dramatize the story.	Prewriting Web	4.C1.1 Demonstrate the ability to face an audience, make eye contact and use the appropriate voice level. 4.C1.3 Begin using language and vocabulary appropriate for the purpose and audience. 4.C1.6 Demonstrate the ability to participate in creative dramatics.
March 2007	Students will write individual stories using drama to add supporting relevant details.	Rough Draft Finished Story	4.W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.

Goal – The goal of **A Revolutionary Idea** is to help fourth grade students to be better readers and writers of nonfiction by getting them interested in the Revolutionary War time period through storytelling, creative dramatics, computer software, film, and the best children's literature available today.

Objective 3 – By May 2007, 95% of our fourth graders will have **researched** an aspect of the Revolutionary War or Constitutional period and used technology to present what they have learned.

Start Date and End Date	Activities to Achieve Objective	Evaluation Data and Measures (evidence of accomplishment)	Relevant Curriculum Standards
April 2007	Students will gather all the questions that they recorded from on their FQR sheets and <i>Code and My Thinking</i> charts while reading their biographies, historical fiction and nonfiction books.	Code and My Thinking Response Journals FQR Sheets	4-RS1.1 Continue asking questions to guide his or her research inquiry.
April 2007	We will guide students to make a list of big ideas and lingering questions that they still have after reading these books.	List of Big Ideas and Lingering Questions	4-RS1.2 Demonstrate the ability to construct questions about a topic.
April 2007	We will schedule a class in the media center to discuss what resources would be best to address our lingering questions.	Lingering Questions/ Best Resource T-chart	4-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
April 2007	Students will use the media center and the computer lab, including search engines and <u>computer software</u> to find information to answer their lingering questions.	Lingering Questions/ Best Resource T-chart	4-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.
April 2007	Students will be taught how to record and properly document where they found answers to their lingering questions.	Lingering Questions/ Best Resource T-chart	4-RS2.3 Demonstrate the ability to document sources by listing titles and authors.

April 2007	Students will conduct independent research using available resources in the media center and computer lab to find answers to their lingering questions.	Index cards	4-RS2.4 Continue conducting independent research using available resources, including technology.
April 2007	As we find information in print media or on the Internet we will model and students will practice paraphrasing and summarizing the information in their own words.	Index cards	4-RS2.5 Begin summarizing the information that he or she has gathered.
April 2007	As students begin finding answers we will record them on index cards and label the card with the question it answers.	Index cards	4-RS3.1 Demonstrate the ability to organize and classify information by categorizing; begin sequencing information.
April 2007	Students will be taught how to use the software PowerPoint to record and share the information they find with others.	Student PowerPoint Presentations	4-RS3.3 Demonstrate the ability to present his or her findings in a variety of formats. 4-W2.1 Demonstrate the ability to use writing to explain and inform. 4-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.
April 2007	Students will learn to use scanners to import pictures from print media into their PowerPoint presentations.	Student PowerPoint Presentations	4-RS2.4 Continue conducting independent research using available resources, including technology.

April 2007	<p>We will hold a <u>special evening event</u> and invite parents to <u>celebrate the completion of the research projects</u>. Several computers will be set to run the student PowerPoint presentations, students will wear their costumes from their biographies and tell the stories that they wrote with our artist-in-residence.</p>	Celebration Program Agenda	<p>4.C1.1 Demonstrate the ability to face an audience, make eye contact and use the appropriate voice level.</p> <p>4.C1.3 Begin using language and vocabulary appropriate for the purpose and audience.</p> <p>4.C1.6 Demonstrate the ability to participate in creative dramatics.</p>
------------	---	----------------------------	--